

Minnesota Arts Education Curriculum Matrix for English Language Arts

Minnesota Language Arts Strands/Sub-strands/Standards/Benchmarks Grade 5	Curriculum Survey of Essential Skills National Rankings	MCA-II	Visual Arts	Dance	Music	Theatre
I. READING AND LITERATURE The student will read and understand grade-appropriate English language text.						
2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts. <i>Content Limit:</i> <ul style="list-style-type: none"> • Items will include only the concepts of antonyms, synonyms and homonyms. • <i>Multiple-meaning words</i> are the same as <i>synonyms</i> for this benchmark. • Only one concept will be assessed in an item. • Items do not require definition of the specific literary terms. • Root words, idioms and derivations are assessed only at the classroom level. 	e9	M	H	H	H	H
3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning.	e21	L				
4. Analyze word structure and use context clues in order to understand new words. <i>Content Limit:</i> <ul style="list-style-type: none"> • Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). • Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words. 	e9	H	H	H	H	H

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C. Comprehension						
Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.						
The student will:						
1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.	e86	L				
2. Recall and use prior learning and preview text to prepare for reading.	e52	L				
3. Summarize and paraphrase key ideas from text. <i>Content Limit:</i> <ul style="list-style-type: none"> • Items will require a summary or paraphrase solely from the text given. • Items that require the student to produce a summary or paraphrase are CR. 	e39 e79 e84	H	H	H	H	H
4. Identify main idea and supporting details in fiction text. <i>Content Limit:</i> <ul style="list-style-type: none"> • Items will require the identification of the main idea and/or its relevant details solely from the text given. • Items for this benchmark must use fiction. (Nonfiction main idea and relevant details are in I.C.5.) 	e5 e72	H	H	H	H	H
5. Infer main ideas and determine relevant details in non-fiction texts. <i>Content Limit:</i> <ul style="list-style-type: none"> • Items will require the inference of the main idea and/or its relevant details solely from the text given. • Items for this benchmark must use nonfiction. (Fiction main idea and relevant details are in I.C.4.) 	e5 e15	H	H	H	H	H
6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.	e24 e94	L				